

## **Final Report 2014-2015 Undergraduate Curriculum Committee**

### **Membership**

The Committee met weekly throughout the fall and spring semesters. The membership was as follows:

Peter Brodfuehrer, Chair  
Ines Arribas, Spring  
Jody Cohen  
Elly Truitt  
Dianna Xu, Fall  
Amanda Weidman

Mary Osirim, Provost  
Liz McCormack, Associate Provost  
Judy Balthazar, Interim Undergraduate Dean  
Kirsten O'Beirne, Registrar, Invited Member  
Joann O'Doherty, Executive Assistant  
Heidi Gay, Student Representative

The Curriculum Committee met weekly throughout the fall and spring semesters and dealt with a variety of curricular issues and programs. While conducting the committee's weekly business, a recurring theme surfaced related to defining a more substantive role for the Curriculum Committee in faculty governance and curricular issues. The committee felt that we were often more reactive than proactive; that our effectiveness to deal with new or expanding curricular needs of a diverse student population was limited since almost all of these needs require financial support and the Curriculum Committee has no say in resource allocation. Provost Osirim regularly attends Curriculum Committee meetings and she made it clear that strategies other than hiring interim faculty are needed to address the growing academic support needs of our students.

Two proposals illustrate the depth of this problem – approximately 90 international students whose native language is not English were identified as needing an additional course in writing English (see below) and many students who complete the Q seminar or Q10 course are still not adequately prepared for most Q-designated courses. Regularized course offerings that address this in-between area were identified as desperately needed by the Quantitative Steering Committee. The Curriculum Committee felt that both requests for new courses to support students (and staff) who need additional course work in writing English and in quantitative reasoning had merit and warrant additional resources so that students are adequately prepared for all majors.

In order to understand better the issue of student preparedness, the Curriculum Committee, along with Betsy Horner, Anjali Thapar, and Marc Schulz, met with Pelema Morrice, Peaches Valdes, and Jennifer Russell from Admissions to discuss how the composition of the entering class affects the curriculum, especially meeting the needs of students who do not pass the QR exam and international students for whom English is not their first-language. Two points emerged from the conversation: First, Admissions felt that they were getting the best class they can and second, that although the mean standardized scores for the entering class have been fairly constant over the last few years, there is a general perception that the range of abilities has enlarged, particularly at the lower end. Therefore, *faculty need to understand the implementation a diverse student population as it pertains to the scope of the curriculum*. Curriculum Committee realizes that how the institution addresses supplemental support for a diverse student population is vital to formulating a Better Bryn Mawr and suggests that a representative from Curriculum Committee join the Strategic Advisory Group to provide a curricular perspective.

Major activities and outcomes:

- English Writing Competence Requirement. After extensive discussion with Gail Hemmeter and Betty Litsinger the committee brought a proposal for a new degree requirement to the Faculty at the October 22, 2015 meeting. The Faculty had a number of issues with the proposal, the major one being that the requirement did not apply to all entering students. Upon further discussion, the Curriculum Committee decided to keep enrollment in English 126/127 voluntary and review its effectiveness in spring 2016. (Appendix 1)
- Review of pilot advising program. Assessment data collected by the Office of Institutional Research indicated that for several measures of satisfaction and effectiveness there were no significant differences between students that participated in the pilot faculty advising program from those that received regular advising from their assigned Dean. In addition, the Faculty Advising Pilot program was initiated partly due to findings from the 2009 NSSE survey regarding students' perception of student-faculty engagement. The 2014 NSSE survey showed improvement in first year and senior's perception of student/faculty engagement. Thus, based on this information and after extensive discussion the Curriculum Committee recommended to the Faculty at the February 18, 2015 meeting that the program be terminated. (Appendix 2)
- After meeting with Besty Horner and David Ross, Curriculum Committee agreed to bring / support a revised Quantitative and Mathematical Reasoning Requirement. David Ross brought the proposal to the Faculty at the November 21, 2015 meeting and it was approved. (Appendix 3)
- Brenna Levitin '16 and Emmett Binkowski '16 were invited to the October 1, 2014 Curricular Committee meeting to discuss Plenary Resolution 11:

Inserting Content Warnings in Syllabi. The Curriculum Committee did not support the resolution for requiring Content Warning in Syllabi but decided that it was an important issue for students and invited Brenna and Emmett to the November 19, 2014 Faculty meeting to raise awareness around this issue. (Appendix 4)

- Katie Krimmel discussed her proposal for a 0.5 credit / no credit course, called Metacognition & Personal Development, that would be required for all students receiving funding from LILAC. Curriculum Committee felt that this was a significant change in how academic credit is awarded that the proposal needed to be vetted by the Faculty. Katie Krimmel and David Karen presented the proposal at the March Faculty meeting. Faculty raised several concerns about the proposal to Curriculum Committee that after further discussions a modified pilot proposal was put forward in which all international students receiving LILAC internships would be required to take the course, in keeping in compliance with federal law, and other students receiving LILAC funding could elect to take the course. Curriculum Committee approved the modified proposal and will re-evaluate the course next year. (Appendix 5)
- Janet Shapiro and Sara Bressi from GSSWSR updated the committee on the implementation of the AB/MSS Pilot program, which currently has two undergraduates enrolled in it. The Curriculum Committee approved a second year of the pilot. (Appendix 6)
- The committee received an update on Wellness Program from Kathy Tierney and Jason Hewitt on traditional wellness courses (large lecture style courses, successful completion student earns 2 PE credits) and from Dean Rose on her pilot Wellness course (20 students, successful completion student earns 0.5 academic credits and 2 PE credits). For obvious reasons the pilot course is a more productive format for engaging students with wellness but staffing issues preclude offering additional low enrollment, 0.5 credit wellness courses.
- Earlier in the fall, Dianna Xu and Peter Brodfuehrer met with CAP to discuss improving cooperation between the two committees, primarily focused on facilitating CAP's review of department position requests. In addition, it was agreed that each committee would send a representative to the other committee's meeting at least once a year. Diane Xu attended a CAP meeting while Jane Hedley attended a Curriculum Committee meeting.
- Although not required under faculty governance, the Curriculum Committee reviewed over 30 new course proposals, the bulk of the work done by Kirsten O'Beirne, Registrar. After reviewing these proposals it became apparent that the current system has several shortcomings. A major component missing was a statement about the role of the new course in a

department's overall curriculum. The committee decided to put new course forms online for fall 2015 that will require both the faculty member proposing the course and the chair to complete.

- The committee also reviewed four 360 Clusters, three of which were already approved for funding by the Provost by the time the committee saw them. A meeting with the 360 Steering Committee is scheduled to discuss streamlining the processing of developing new 360 Clusters so that that the Curriculum Committee can have a more useful role.

## **Appendices**

- Appendix 1 Curricular Rules of the Faculty of Arts and Sciences  
II. Curriculum  
English 126: Workshop for Multilingual Writers  
English 127: Workshop for Multilingual Writers, Advanced
- Appendix 2 Curriculum Committee Review of the Faculty Advising Program, Feb 2015
- Appendix 3 Committee on the Undergraduate Curriculum moves the following revision to the Curricular Rules: Section II.B.3.d of the Curricular Rules
- Appendix 4 Inserting Content Warnings in Syllabi
- Appendix 5 Metacognition & Personal Development
- Appendix 6 AB/MSS Pilot: Cohort 1 Presentation to the College Curriculum Committee, April 2015 Sara Bressi and Janet Shapiro

## **APPENDIX 1**

### **CURRICULAR RULES OF THE FACULTY OF ARTS AND SCIENCES**

#### **THE UNDERGRADUATE COLLEGE**

## **II. CURRICULUM**

### **B: Requirements for the Degree of Bachelor of Arts**

#### **3. General College Requirements**

- e. **English Writing Competence Requirement:** International students whose native language is not English must enroll in and pass, with a grade of 2.0 or better, a course in academic writing for non-native speakers of English in the first semester. The ESL and writing program faculty may reduce or exempt a student from this requirement based on the student's TOEFL (Test of English as a Foreign Language) score, SAT verbal and writing scores, and performance on an assessment completed during International Student Orientation.

### **Courses offered by the Writing Program that would satisfy the newly proposed writing requirement for designated multilingual international students:**

#### **English 126: Workshop for Multilingual Writers**

This one-unit, graded course introduces elements of North American academic writing, primarily to international, multilingual writers unfamiliar with these conventions. Students usually take the course during the first semester in conjunction with the Emily Balch Seminar. English 126 focuses on analysis and argument. Students examine the importance of thesis, the dominant role of logic, and the types of evidence preferred in American writing. By reading and writing essays in the sciences, social sciences, and humanities, students experiment with new ways of organizing their thoughts to appeal to a new audience. The course topics acquaint students with practices important for success in American college

classes such as critical reading techniques, the writing process, peer response, use of library resources to locate and evaluate sources, and proper documentation of source material. Targeting those grammar and usage errors that arise from or create misunderstanding, the course fosters participants' continued English language development.

### **English 127: Workshop for Multilingual Writers, Advanced**

This half-unit, ungraded course addresses the needs of multilingual writers whose written English contains relatively few or minor sentence-level errors. It can be taken during the first semester based on diagnostic placement or during subsequent semesters by students who self-refer, are recommended by faculty, or need follow up instruction after completing English 126. It is sometimes taken as a companion course by multilingual students taking English 125: Writing Workshop (open to both native and non-native speakers), or other writing-intensive courses. The course focuses on rhetorical strategies, organization, audience, and voice in academic writing. The course topics include those that familiarize students with practices important for success in American college classes such as critical reading techniques, the writing process, peer response, use of library resources to locate and evaluate sources, and proper documentation of source material. In the fall semester, the emphasis is on reading and writing essays. In the spring, in addition to the essay, other types of writing are included depending on the needs and interests of the students enrolled.

## APPENDIX 2

### Curriculum Committee Review of the Faculty Advising Program

February, 2015

#### Background

The proposal for new curricular rules (Approaches, QM, ESem, FL) included a recommendation that faculty take more responsibility for advising first and second year students. The argument was that in order for students to create a coherent curriculum, they need to be thoughtful about how to navigate the curriculum and to meet the approaches.

Separately, data from various surveys indicated that students were not developing the connections to faculty that would be expected at a school like ours. Assigning students to faculty advisers was seen as a way to promote that connection early in a student's career, leading to greater student satisfaction, engagement and retention.

Finally, during the 2010-11 and 2011-12 academic years, the faculty explored the possibility of adopting a 2/2+ teaching load, one in which the normal load would be two courses per semester plus a certain amount of one-on-one advising and teaching. Faculty advising would constitute one way to satisfy the "+".

#### Summary of the Faculty Advising Pilot Programs

Year 1: 2010-2011. 16 faculty and 2 staff members participated in the program. Faculty earned \$1500 for their advisees' first year and \$500 for their advisees' sophomore year. Advisers met with students to discuss big questions like "what does it mean to attend a liberal arts college" but not specific course selection. Five students were assigned randomly to each adviser. Students considered most "at risk of not graduating" were assigned at twice the rate of other students. That is, 40% of students in the program represented the 20% least likely to graduate; 60% of students in the program represented the 80% most likely to graduate.

Year 2: 2011-12. 16 faculty and 3 staff participated, with faculty continuing to earn the stipends. Several significant changes were instituted. Advisers met with students at preregistration to choose courses for the next semester in addition to various other check-ins. Advisers also made efforts to meet with their advisees in a group in the middle of the first semester. Students were selected randomly with no over-representation of students at risk. And some faculty were assigned to students with academic interests in their areas of expertise.

Year 3: 2012-13. 25 faculty and 2 staff participated, with faculty continuing to earn the stipends. All the changes from 2012-13 were retained, and an additional meeting between the adviser and the dean was added. Organizationally, this was the most robust version of the program, with the largest participation, the greatest staff support, and the most carefully planned calendar of meetings. In the spring of 2013, a



small working group of faculty and staff reviewed the program and decided to allow it to continue one further year.

Year 4: 2013-14. 21 faculty and 1 staff member participated. Faculty stipends were reduced to \$100 per student. Faculty were allowed to opt to advise 5, 6, 7 or 8 students (and advised 125 students total), and were not required to advise past the first year. In the spring of 2014, after consulting with the Department Chairs and the Provost, the Dean's Office decided to continue the program one final year.

Year 5: 2014-15. 20 faculty and 3 staff members are participating, with no changes to the model since Year 4.

### Analysis

Over the past five years, we have evaluated the program in several ways and determined the following:

- Faculty and staff who participate generally find the program rewarding.
- Deans find that faculty advisers reduce their workload marginally.
- The program has made no significant difference in terms of retention, quality of performance as indicated by gpa, or student engagement.
- The current version of the program costs approximately \$12,500 in faculty stipends. The cost of staff time to support the program has probably been offset by the reduction of time deans spent advising.
- Most advisers spend 30-40 hours to meet the requirements of the program during their advisees' first year and less than 10 hours in the fall of their advisees' sophomore year.

### Recommendation

The Curriculum Committee recommends that we discontinue the advising program. While some students seem to have benefitted from the program, we are concerned that overall there is no evidence that it is achieving its stated goals. We are not convinced that this particular program is the best use of faculty time, especially now that we know that the 2/2+ option is not viable. But most importantly, we hesitate to continue a program that cannot be made available to every student.

At current staffing levels, the Dean's Office can reabsorb the additional advising load, provided faculty and staff volunteers continue to help advise during Customs Week.

Discontinuing the program could enable faculty to spend more time advising their majors and to interact with students in other ways. We encourage faculty to share with the Provost and the Undergraduate Dean their ideas for new structures for enhancing the advising in the academic departments and new programs that would connect students and faculty outside the classroom.

Committee on the Undergraduate Curriculum moves the following revision to the Curricular Rules:

Section II.B.3.d of the Curricular Rules

d. Quantitative and Mathematical Reasoning Requirement: (effective for students matriculating in September 2011 and thereafter)

(1) Each student must demonstrate the application of the quantitative skills needed to succeed in their professional and personal lives as well as many social and natural science courses by

- a. ~~a satisfactory score on the Scholastic Aptitude Test, the ACT tests of the American College Testing Program or comparable tests;~~
- b. a satisfactory score on the diagnostic assessment offered before the start of the freshman year; or
- c. ~~completing a Q-Sem with a grade of 2.0 or higher during the freshman year~~

(2) Each student must complete, with a grade of 2.0 or higher, before the start of her senior year, one course which makes significant use of at least one of the following: mathematical reasoning and analysis, statistical analysis, quantitative analysis of data or computational modeling. Courses that satisfy this requirement are identified by the sponsoring department or program, subject to review by the Committee on the Undergraduate Curriculum and are designated "Q" in course catalogs and guides.

(3) In addition, the following regulations apply:

- (a) A student cannot credit the same course to meet both the Q and distribution requirements.
- (b) Students may use credits transferred from other institutions to satisfy these requirements only with prior approval.
- (c) Curriculum Committee is responsible for maintaining and updating, after broad consultation with the faculty in affected disciplines, a memorandum of understanding identifying the quantitative skills to be addressed in the Q-Sem.

David Ross 9/18/2014 4:44 AM

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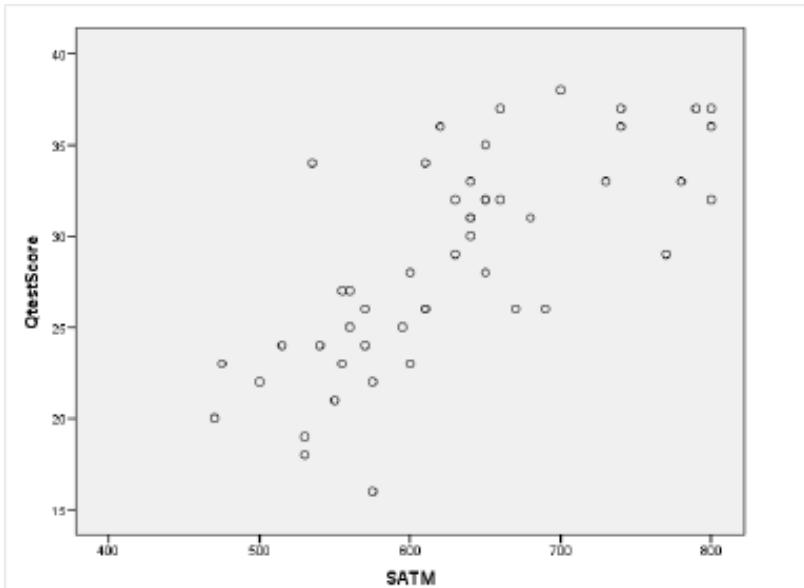
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**Rationale:**

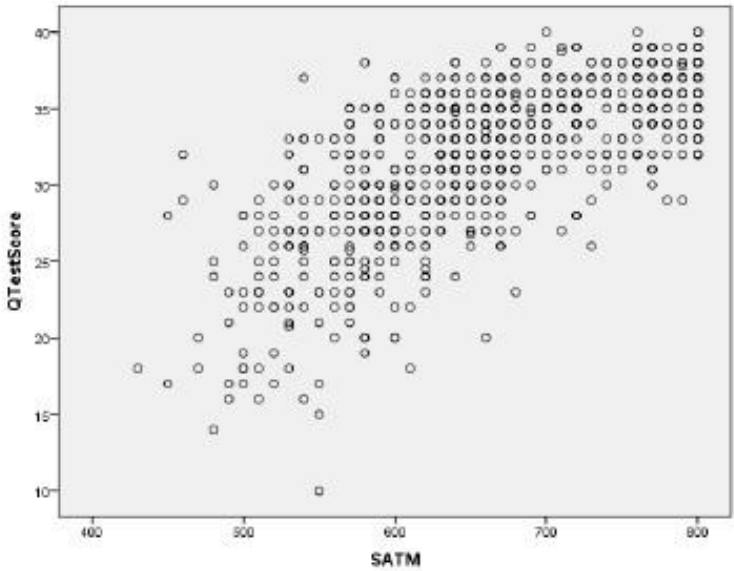
Since summer 2011 (*i.e.*, beginning with the class of 2015), all incoming students have been asked to complete an on-line diagnostic assessment of quantitative skills (the QTest) prior to arrival at the College. But each year for various reasons some students have taken the assessment test on campus during Customs Week.

Comparative analyses indicate that when administered under controlled conditions the diagnostic test rarely produces an assessment different from that inferred from the student's performance on the SAT or comparable testing instruments. This first chart shows a scatter-plot for the 49 students who took the assessment for the first time on campus, comparing the QTest score against that on the Math SAT.



The correlation in scores is a statistically significant 0.73.

This second chart provides the same comparison for the most recent 819 students who have taken the assessment on-line over the summer.



The correlation is again 0.73. (The cut-off score on the QTest for students enrolled in the Q-Sem has varied been 27 or 28. The corresponding math SAT cut-off score for those same students would have been 560-580.)

Therefore we propose to base the preliminary determination of quantitative skills mastery on the SAT, ACT or comparable exams. For students who question that determination, we will offer the option to take the diagnostic assessment when they arrive on campus.

As is the current practice, any student not otherwise demonstrating quantitative skill mastery who does not take the diagnostic assessment must enroll in the Q-Sem during her freshman year.

## Inserting Content Warnings in Syllabi

Presented by Brenna Levitin '16 and Emmett Binkowski '16

*Whereas*, the backgrounds and personal histories of the Student Body are diverse,

*Whereas*, in the spirit of the Honor Code diversity should be recognized,

*Whereas*, the mental health of the Student Body is an important concern that should be given due consideration,

*Whereas*, some classes deal with material that could be detrimental to the mental health of the Student Body,

*Whereas*, the Student Body has the right to emotional security in their classes,

*Whereas*, the Student Body has the right to know ahead of time the content of class material,

*Whereas*, students should not need to make themselves vulnerable by communicating triggers with individual professor s personally,

*Whereas*, Content Warnings are defined as, for the purposes of this Resolution,  
*Notes used to alert people when the content of an internet post, book, article, picture, video, audio clip, or some other media could potentially trigger harmful reactions, such as post - traumatic flashbacks or self -harm,*

*Be it resolved*, that anyone responsible for creating a class syllabus is highly recommended to include Content Warnings for potential triggers in class materials where necessary,

*Be it resolved*, that recommended Content Warnings include, but are not limited to: sexual assault, domestic violence, abuse (specify one or more of: physical, mental, emotional, verbal, sexual, child abuse), pedophilia, racism, homophobia, transphobia, suicide, self -harm ,eating disorders, abortion, gore, drug addiction, and alcohol addiction.

*Be it resolved*, that a committee be formed to discuss the introduction of content warnings in syllabi, consisting of 4 students to be appointed by the SGA Appointments Committee, 2 faculty/staff members, 1 member of the Curriculum Committee, and 1 representative from Access Services .

### Appendix A: Suggested formatting for Content Warnings in Syllabi

Example 1:

Monday, January 28:

Screening Leon: The Professional in class

Content warnings include: gore, physical/sexual/child abuse, pedophilia, sexual assault, domestic violence

Example 2:

2/12/2014

The Last Patriarch, p 1 -103

CW: sexual assault, domestic violence

## Metacognition & Personal Development

LILAC would oversee a 0.5 credit pilot course entitled Metacognition & Personal Development. The proposed course would involve all students who participate in the LILAC summer funding program (which now includes such groups as Summer of Science and Pollack). The focus of the course is around having students explore metacognitive knowledge, metacognitive regulation, and metacognitive experience through preparation and reflection exercises as they participate in a significant field work experience (Flavell, 1979). Students will explore how the skills developed in their Bryn Mawr courses prepare them for experiences after BMC.

The LILAC credit would require at a minimum 240 hours of a field placement, 23.5 hours of course work and instruction, supervision meetings with field supervisors every two weeks, a final evaluation form from the field supervisor, and a final evaluation from LILAC. Grounding the course in the exploration of self through Strengthfinders and Interpersonal Leadership Style Inventory, students will be able to think about their experience in relation to their own metacognition or awareness of their own thought processes. The Connection and Learning module will allow them to test these skills and provide them with a concrete experience before starting their placements. They will learn how to articulate orally and in writing their abilities in critical, creative, and analytical thinking, collaboration, and problem-solving. This learning will be assessed through evaluation of the mid-term reflection, communication blog, and the multiple required assignments after the field work takes place.

### APPLICATION QUESTIONS FOR LILAC SUMMER FUNDING PROGRAM

- A one-page resume that clearly outlines your education and experience.
- An internship proposal (up to 700 words). Please describe in detail: a) the organization's description and mission; b) your responsibilities and projects as an intern; c) the supervision you will receive; and, d) what contributions you hope to make to the organization as an intern.
- A personal statement (up to 700 words). Discuss in detail: a) your preparation for the proposed internship; b) what you hope to learn from the experience; and, c) how the experience will enhance your academic, personal, and professional goals.

### ORIENTATION (8)

- I. Strengthfinders Assessment** (Version of what was taught in Christina Rose's pilot class): Take Strengthfinders and understand how your top five themes influence how you work with others and how you engage with the environment. Learn about the top five themes of peers. (1.5 hours)
- II. Interpersonal Leadership Style:** Take this assessment to better understand the implications of style diversity and its impact on your leadership and leadership of others. (1 hour)

### III. **Make the most of your summer internship objectives** (*1.5 hours*):

- Set goals
- Ask questions
- Be an active learner (clarify, stay engaged, be observant, educate yourself, and seek feedback)
- Communicate
- Problem-solve
- Represent Bryn Mawr
- Learn about a new organizational context
- How to make a meaningful contribution
- How to handle conflicts
- Reflection

IV. **Nexum et Doctrina: Connection & Learning Course** (*4 hours*): A module designed for students to work in small teams of 5-6 students to complete tasks that involve answering questions (knowledge), teambuilding (connectedness), and finding lanterns across a physical course that includes all 135 acres of the Bryn Mawr campus. A locus event will occur 50 minutes before the end of the module, causing teams to have to shift course in the moment. At the completion of the module, teams will meet to debrief what they learned in small and large groups.

### PLACEMENT (4.5) (240-360 hours of field work)

#### I. **Required Assignments** (*4.5 hours total*)

- A. **Define Learning Objectives:** Define learning objectives for the field placement and post on Moodle site (*1.5 hours*).
- B. **Mid-summer reflection:** Reflect on your internship experience by answering several prompts around your learning and growth. Use minimum of 200 words for each response (*2 hours*).
- What are your learning objectives? How, if at all, have you accomplished them so far? Have you changed any of your objectives since you started?
  - What surprises have you had during this internship? How are you handling these changes?
  - Based on some of the working relationships that you are developing with other interns and staff, what are you learning about yourself regarding your ability to work with others?
  - What abilities and skills are you developing during your internship?
  - How are you maximizing your internship so far? What are your plans to make the most of this experience for the remainder of your time there?
  - How do you see your experience influencing your academic studies for the upcoming year?
- C. **Communication Blog Post:** Submit one blog post through the communication blog about your summer experience to be shared with the broader Bryn Mawr community (*1 hour*).
- D. **Bi-weekly Supervisor Check in Meetings:** Meetings with your supervisor every two weeks to debrief project tasks after completion, discuss how you are learning to work in the new environment, how you are monitoring your successes and challenges, and how you are adapting as you learn.

## POST-PLACEMENT REFLECTION

### I. Required Assignments (12 hours total)

- A. **Reflection paper:** A five page written paper that answers the following questions in detail (*3 hours*).
- What is the mission of the organization? What were your roles and responsibilities?
  - What accomplishments and contributions did you make?
  - What was one significant challenge you faced, and how did you overcome it?
  - How did you integrate any of your Strengths from the Strengthsfinder assessment that you took during the orientation?
  - How did your ILS results connect with your experience in the field? How did you experience the styles of others with whom you worked?
  - How has this experience contributed to your academic studies and future interests?
  - Describe your personal growth that took place, reflecting on all of the seven leadership competencies below.
    - **Social Responsibility:** Behaving ethically in relation to the groups and communities of which one is a part
    - **Communication:** Articulation of thoughts and experiences to influence, inspire and explain
    - **Conceptual Thinking:** Creative search for new ideas and solutions
    - **Connection:** Establish authentic purposeful relationships and collaborate with others
    - **Cultural Competency:** Engage respectfully with people of diverse identities and backgrounds in different contexts
    - **Implementation:** Thoughtful translation of ideas and theories into action
    - **Reflective Practice:** Intentionally synthesizing experiences, both successes and challenges, to make connections, explore meaning and inform future choices
- B. **Attend Alumnae reflection dinner coinciding with Volunteer Summit:** Debrief the learning from your experience with alumnae (*2 hours*).
- C. **PowerPoint presentation:** Prepare four slides (in a PowerPoint or Prezi format) summarizing your summer experience by conveying what you learned about yourself, what you did, how you found the experience meaningful, and how the experience and personal learning prepared you for your new or refined interests (*2.5 hours*).
- Overview of the personal growth that took place, focusing on at least 2 of the following LILAC competencies:
    - **Social Responsibility:** Behaving ethically in relation to the groups and communities of which one is a part
    - **Communication:** Articulation of thoughts and experiences to influence, inspire and explain
    - **Conceptual Thinking:** Creative search for new ideas and solutions



- **Connection:** Establish authentic purposeful relationships and collaborate with others
  - **Cultural Competency:** Engage respectfully with people of diverse identities and backgrounds in different contexts
  - **Implementation:** Thoughtful translation of ideas and theories into action
  - **Reflective Practice:** Intentionally synthesizing experiences, both successes and challenges, to make connections, explore meaning and inform future choices
- How did your experience and personal growth influence your future academic, career and personal interests?
  - What were your learning objectives, responsibilities, and contributions to the organization? How did you experience yourself meeting these plans and goals?
  - What were your most significant learning outcomes from your experience?
- D. **Elevator Pitch:** Prepare a brief pitch summarizing your experience, approximately 3-4 minutes long to accompany the slides you submitted. This pitch should come from the answers to the prompts. We would strongly encourage you to practice this pitch, as it's often easy to talk much longer; especially about something you are passionate and excited about discussing. Bryn Mawr and Beyond will be a forum to dialogue with individuals who stop by your table, so be prepared to answer questions and engage in conversations (*2.5 hours*).
- E. **Bryn Mawr & Beyond: A Forum of Summer Learning Experiences:** You will be assigned to an area of the room to present and discuss your summer internship experience. Faculty advisors, deans, staff, students, and parents will be invited to attend (*2 hours*).
- F. **Supervisor Evaluation:** A supervisor evaluation must be completed by your supervisor at the end of the experience.
- G. **LILAC Evaluation:** Evaluation that all tasks were completed in an acceptable form throughout the experience from orientation through post-placement reflection.

## Preliminary Reading List

- Canterella, M. Y. (2/24/2015). Don't Ask 'What Can I Do With This Major?' *Huffington Post: College*, Retrieved from [http://www.huffingtonpost.com/marcia-y-cantarella-phd/dont-ask-what-can-i-do-wi\\_b\\_6743740.html](http://www.huffingtonpost.com/marcia-y-cantarella-phd/dont-ask-what-can-i-do-wi_b_6743740.html)
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- Pintrich, P. R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16(4), 385-407.
- Raelin, J.A. (2000). Theory of work-based learning. *Work-Based Learning: The New Frontier of Management Development* (49-65). Upper Saddle, New Jersey: Prentice Hall.
- Raelin, J. A. (2000). Public reflection as the basics of work-based learning. *Work-Based Learning: The New Frontier of Management Development* (101-114). Upper Saddle, New Jersey: Prentice Hall.
- Raelin, J. A. (2000). Reflective practices. *Work-Based Learning: The New Frontier of Management Development* (115-145). Upper Saddle, New Jersey: Prentice Hall.
- Sandberg, S. (2013). Are you my mentor? *Lean In* (64-76). New York, New York: Alfred A Knopf.
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# AB/MSS Pilot Planning

Presentation to Representatives of the College Curriculum Committee

April 28, 2014

Sara Bressi Nath and Janet Shapiro

# History and Context

- Bryn Mawr has a professional school on campus
- Over the years, other AB/Masters program emerged at Bryn Mawr in-house and in collaboration with other institutions
- In 2012, with Mary Osirim serving as Dean of Graduate Studies, exploration of AB/MSS program development began with Janet Shapiro acting as GSSWSR representative to the Graduate Group
- In 2013, an AB/MSS Working Group
  - developed a pilot AB/MSS strategy with Mary Osirim for sociology majors
  - GSSWSR faculty endorsed a pilot strategy for sociology majors
  - Preliminary discussions with psychology, political science, economics, and anthropology

# Guiding Principles

- Keeping undergraduate major, college distribution requirement and GSSWSR curriculum largely intact
  - Necessity for GSSWSR Council on Social Work Education Accreditation standards
  - Keeps intact all requirements for the major and the college distribution requirements
- Using a structure of a 3/2 degree
  - 3 years of undergraduate coursework to complete major and distribution requirements
  - 2 years of (mostly) graduate coursework which would in part transfer for credit towards AB
- Identifying a series of courses that could “double-count” towards as AB degree and a MSS degree

# Sociology AB/MSS: Pilot Structure

- Eligibility; Sociology majors who have completed all their distribution requirements, and their major requirements, with the exception of the senior seminar, and those that have met the residency requirement
- Basics; 32 Courses Needed for AB, 18 Courses Needed for MSS
  - A minimum of 3 undergraduate courses (within a particular major) to “count” towards MSS
    - An additional cross-listed AB/MSS elective (e.g. Structural Inequalities, Global Health) may also count towards MSS
  - A maximum of 7 graduate courses to “count” towards AB degree
    - Less courses needed for transfer towards AB if a thesis course is taken in spring of senior year
- Sociology Pilot Structure
  - Identified 3 Sociology Major Courses to Substitute for 3 GSSWSR courses (These include a methods course, a theory course, and a quantitative methods course)
  - 7 GSSWSR courses taken in senior year to substitute for remaining undergraduate non-major requirements
    - 6 courses will transfer to AB if students takes a spring thesis course
    - Current MSS electives open to undergraduates will also transfer but students are limited to ONE

# Moving Forward

- Pilot Senior Sociology Student: Begin MSS program in the Fall of 2014
  - Gather and present data on pilot student to College Curriculum Committee in 2015 and 2016.
- Continue to work with other Department Chairs, including political science, psychology, anthropology, and economics to identify undergraduate major courses that would be transferable for the MSS degree, and a structure for the AB/MSS for those majors
- Continue to work with GSSWSR Curriculum Committee, and the College Curriculum Committee on AB/MSS development
- Examine Cost-Sharing between College and the GSSWSR
  - The working group has already explored financial aid structures
- Explore admissions/advising procedures for AB/MSS